**CJUS 4460-001**

**Community-Based Corrections**

**Fall 2012**

**Syllabus**

**Room**: WH 112 **Instructor**: Andrekus Dixon

**Time**: MWF: 8:00am – 8:50am **Phone**: (940) 300-3352

**Office Hours**: After class or by appointment **email**: AndrekusDixon@my.unt.edu

**Textbook:**

The assigned text listed below is required for all students enrolled in this course. Reading assignments are noted in the Course Calendar. All students are expected to read the assigned chapters prior to the date specified in the Course Calendar. The assigned readings will serve as a foundation for the discussion of the issues in class as well as test material.

Alarrid, Leanne (2010). *Community-Based Corrections* (9th Ed.). United States: Wadsworth, Cengage Learning.

**Course Description**

**Community Corrections** concerns itself with rehabilitation of the offender within the community. The course will review and evaluate existing correctional practices that operate in the community setting. It features a review and discussion of relevant sections of the Texas Penal Code, the Texas Code of Criminal Procedure, and the Texas Government Code.

**Goals and Objectives**

The objective of this course is to expose the student to the various community-based methods of corrections outlined in laws and procedures from both State and federal jurisdictions. Upon successful completion of the course the student will:

* Be able to identify the differences between probation and parole while mastering the structures of intermediate sanctions and mandatory release.
* Explore the historical, philosophical, social and legal contexts of corrections within the community.
* Develop a comprehensive, up-to-date knowledge of the procedures, practices and personnel that comprise the organizational structures of probation, release from prison, and other community-based alternatives.
* Develop an understanding of community corrections agencies, their strategies, failures and successes.

**Grade Breakdown**

Grades are based on your earned point totals for the semester.

Exams 500 points (5 @ 100 pts each)

Project 100 points

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| **Final Grade Scale**  600-540= A  539-480=B  479-420=C  419-360=D  359-under=F |

**Extra Credit:**

There may be extra credit given but this will be at the discretion of the professor. If this opportunity presents itself, this will be for the entire class and not one individual person.

**Attendance Policy:**

I expect every student to attend class regularly and promptly. Attendance will be taken at some point throughout each class meeting. Students are allowed a maximum of **three** absences during the semester. **There are no excused /unexcused: you are allowed three, use them for whatever you deem necessary. Remember, however, if you are absent on the day an assignment or extra credit is given, you forfeit those points as they cannot be made up.**

If you have more than three absences, the professor reserves the right to reduce your final grade by ten points for every absence after the three allowed. A student who is absent from a class session is responsible for the subject matter discussed during that particular session. **I do not give out my lecture notes.** Notes missed (from lecture, guest speaker, presentations, ect.) will need to be obtained from a fellow classmate. It will be extremely difficult for you to obtain an acceptable grade in this course if you miss class consistently.

**ADA Statement**

The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.

**Academic Honesty**

I regret that I should even have to mention the issue of cheating, but here it is: If I catch you, the very least you can expect is an F. Honor and integrity is the very core of Criminal Justice and I value my profession and its reputation very highly. Academic integrity is a hallmark of higher education.  You are expected to abide by the University’s code of conduct and Academic Dishonesty policy.  Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures.  Refer to the Student Code of Conduct at <http://www.unt.edu/csrr/student_conduct/index.html> for complete provisions of this code.

**Course Evaluations:**

Instead of in-class evaluations of the course, students are now asked to complete the Student Evaluation of Teaching Effectiveness (SETE) which will be made available on-line. Towards the end of the semester, I will make an announcement as to when the SETE will be available to access. I would like to encourage you to complete these evaluations as they often provide useful feedback.

**Classroom Policy:**

It is very important that students show respect and remain orderly while in class. Incivility is prohibited. Conduct that is considered disorderly is: **talking while someone else is talking, profanity, sleeping, and any other type of disruptive noise. Cell phones must be away during class time. NO TEXT MESSAGING DURING CLASS TIME.**  If a student is found guilty of any of the following misconducts, he/she will be asked to leave the class and will be considered absent for that particular day. If the conduct is persistent, students will be reported to the Dean of Student Services to receive appropriate disciplinary action.

All **cell phones and any other electronic device** must be turned off or on a silent mode prior to entering the classroom.

Children in the Classroom:

Due to the University policy, liability concerns, and the course material, children are not permitted in this class, no exceptions.

**Final Points**

Please do not hesitate to come to the professor with any questions, problems, or issues you may have. Do not wait to address these issues until it is too late for you to receive an acceptable grade. You will find the professor to be very approachable and eager to address any problems with you in a professional manner.

**Course Calendar and Topics**

Although we will attempt to adhere to the schedule of topics listed and described below, the course schedule should be viewed as highly flexible. Consequently, it is your responsibility to come to class, know where we are in the listing of assigned readings irrespective of this schedule, and know the material that we have covered prior to any reading assessment, examination, and/or presentation. Further, there may be additional items added to the calendar throughout the course of the semester.

**Course Calendar**

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| **DATE** | **Topics to be Covered** | **Corresponding Readings** |
| August 29 | Intro to the course  Review Syllabus |  |
| August 31 | Cover Project/ An Overview of Community Corrections: Goals and Evidence Based Practices | Chp. 1 |
| September 3 | **Labor Day** | **No Class** |
| September 5 | An Overview of Community Corrections: Goals and Evidence Based Practices/ How Probation Developed: Chronicling Its Past and Present | Chp. 1& 2 |
| September 7 | How Probation Developed: Chronicling Its Past and Present | Chp. 2 |
| September 10 | History of Parole and Mandatory Release | Chp. 3 |
| September 12 | History of Parole and Mandatory Release | Chp. 3 and Review |
| September 14 | **Exam** | Exam #1 |
| September 17 | Pretrial Supervision, Sentencing, and the Presentence Investigation Report | Chp 4 |
| September 19 | Pretrial Supervision, Sentencing, and the Presentence Investigation Report | Chp 4 |
| September 21 | Classification and Supervision | Chp. 5 |
| September 24 | Classification and Supervision | Chp. 5 |
| September 26 | Community Supervision for Offenders with Special Needs | Chp. 6 |
| September 28 | Community Supervision for Offenders with Special Needs | Chp. 6 |
| October 1 | Movie |  |
| October 3 | Movie |  |
| October 5 | Movie |  |
| October 8 | Community Supervision Modification and Revocation | Chp. 7 |
| October 10 | Community Supervision Modification and Revocation | Chp. 7 |
| October 12 | Review for Exam | Review |
| October 15 | **Exam** | Exam #2 |
| October 17 | Residential Community Supervision Programs | Chp. 8 |
| October 19 | Residential Community Supervision Programs | Chp. 8 |
| October 22 | Nonresidential Graduated Sanctions | Chp. 9 |
| October 24 | Nonresidential Graduated Sanctions | Chp. 9 |
| October 26 | Economic and Restorative Justice Reparations | Chp. 10 |
| October 29 | Economic and Restorative Justice Reparations | Chp. 10 |
| October 31 | Review for Exam | Review |
| November 2 | **Exam** | Exam #3 |
| November 5 | Preparing for Prisoner Reentry: Discretionary Parole and Mandatory Release | Chp 11 |
| November 7 | Preparing for Prisoner Reentry: Discretionary Parole and Mandatory Release | Chp. 11 |
| November 9 | Preparing for Prisoner Reentry: Discretionary Parole and Mandatory Release | Chp. 11 |
| November 12 | Career Pathways in Community Corrections | Chp 12 |
| November 14 | Career Pathways in Community Corrections | Chp 12 |
| November 16 | Video |  |
| November 19 | Juvenile Justice, Probation, and Parole | Chp. 13 |
| November 21 | Juvenile Justice, Probation, and Parole | Chp. 13 |
| November 23 | Thanksgiving Holiday |  |
| November 26 | Juvenile Justice, Probation, and Parole/ Collateral Consequences of Felony Convictions and Restoration of Rights | Chp. 13/ 14 |
| November 28 | Collateral Consequences of Felony Convictions and Restoration of Rights | Chp. 14 |
| November 30 | Collateral Consequences of Felony Convictions and Restoration of Rights | Chp. 14 / Review |
| December 3 - 7 | **Exam**/ Pre Finals Week | Exam #4 |
| December 14 | **Final Exam**: 8:00am – 10:00am | Final Exam |

**Semester Project**: **Due November 2, 2012**

You will interview a fictional offender and conduct a Pre-Sentence Investigation (PSI) report. Students will need to be creative in developing this fictional offender, but **must** remember to justify all recommendations using relevant literature throughout the assignment. In other words, your recommendations regarding programs, classes, supervision techniques, and/or any other rehabilitative efforts **must** be supported by relevant literature (evidence based practices), that can be located in the book. I want you to cite any recommendations that you have for your offender. **An example of how to write a Pre-Sentence Investigation (PSI) is located on page 89-91 in your required text.**